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ABSTRACT

This manual is designed to be used as a staff development instrument for educators to help them discover their personal cognitive and behavioral style and to aid them in using this understanding to become more effective teachers and administrators. Four personal styles are identified: (1) autonomy: solving problems, making decisions, getting results, causing action, questioning the "status quo"; (2) ideals: generating enthusiasm, articulate verbalizing, creating an environment of motivation, seeking recognition of ability, seeking freedom from control and detail; (3) competency: following procedures conscientiously, concentrating on detail and accuracy, complying with standards, focusing on performance, being concerned with credibility; and (4) relationship: making a favorable impression, performing in a dependable manner, showing constant acceptance, being a good listener, understanding others. The greatest strengths and weaknesses of each of the personality types are discussed and ways of becoming more effective are pointed out. A personal characteristics inventory is presented which may be used by an individual to determine personal style. Suggestions are made on how to plan group activities and build teams using personal style profiles. Appended are a school program priorities questionnaire and advisor style questionnaire and descriptions of learning style preferences, learning style models, and cognitive style mapping. (JD)

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Personal Styles Analysis for Educators

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Georgia Comprehensive Guidance

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TABLE OF CONTENTS

Preface 1

Personal Styles Analysis for Educators 1

Introduction 3
Analysis of Your Personal Style 4
Style Relationships and Patterns 15
Personal Styles: Educational Setting 17
Autonomy 17
Relationship 18
Competence 19
Ideals 20
Increasing Effectiveness 21
Techniques to Improve Your Personal Style Effectiveness 23
Strategies for Blending and Capitalizing 24
Personal Characteristics Inventory-Form A 25
Personal Characteristics Inventory Questionnaire 27
Profile Summary, Personal Characteristics Inventory-Form A . 29
Personal Characteristics Inventory-Form B 33
Profile Summary, Personal Characteristics Inventory-Form B . 35

Group Activities for Individual Development 39

Orientation to Personal Style Analysis 41
Behavior Tendencies 43
Getting People to Do Things 45
Personal Style Summary 47
Personal Style Analysis in Team Building 49

Group Activities for Team Building 55

Team Building-Pairs 57
Team Building Grid 59
We Need Each Other 61
Team Building 63

Appendix A 65

School Program Priorities Questionnaire 67
Scoring Instructions 75
Profile Summary 77
Advisor Style Questionnaire 81
Scoring Instructions 93
Profile Summary 95
References 99

Appendix B 101

Learning Style Preferences (Gregorc and Ward) 103
Learning Style Model (Kolb and Fry) 107
Cognitive Style Mapping (Hill) 108

PREFACE

Whose learning and behavioral style makes the most difference in school achievement? One contention is that the first group we should explore are the educators themselves. While many educational researchers continue to examine the learning and cognitive style of students, more attention should be given to teachers and administrators.

Kuchinskas (1979) noted that to date, pupil cognitive style knowledge has had little or no influence on classroom instructional changes; and it has little or no meaning for teachers. She feels that it is totally ignored in the preparation and use of instructional materials except for superificial attention to auditory or visual modalities. Kuchinskas pointed out that USOE studies indicated that the teacher, rather than materials and methods, made the difference in first grade reading achievement; a Great Britain study found that teacher cognitive style significantly affected all attainment areas; and the Bureau of Educational Personnel Development concluded that of all the factors that constitute a school, the single most influential element related to pupil performance was the impact of the reader.

Some psychologists feel that the way people teach, counsel, and administrate depends on their conceptual systems. Effectiveness depends on congruence between the educator's conceptual system and the conceptual system of the students. Thus, the right match between educator style and student style helps students learn more.

O. J. Harvey, a social psychologist, has used a typological model to examine educator and learner behavior. He suggests conceptual system types that

have been derived from human development stages of the Piaget, Bruner, and Kohlberg tradition. Harvey described four major belief systems.

> System One-Persons do not work well under conflict. They trust the use of tests and testers. They have a high level of traditional consistency and orthodoxy. They generally believe in high achievement for themselves. Principals and superintendents tend to be System One types.
>
> System Two-Persons are skeptics and denounce traditional institutions. They have the answer to all the world's problems. Teachers of this type tend to be leaders in union activities.
>
> System Three-Persons are loving and are frequently found in special education or remedial teaching situations. They prefer situations where they can be dominant and overindulge the child.
>
> System Four-Individuals are energized by conflict. Persons of this type are information-seeking, creative. They are more independent in judgment. They believe in the value and application of new ideas.

Harvey found that for teachers who have been teaching for five years, about 57% are System One; a few are System Two; 15% fall into System Three, and about 5% are System Four. Seventy-five per cent of all principals are System One types, no System Two types were found, and no figures were given for Systems Three and Four. Among superintendents the figures are 90% for System One, zero for System Two and 4% for System Four. No figures were given for System Three. Counselors were significantly more nurturant and less dominant than administrators and supervisors.

The teacher's belief system affects the students' characters. Students taught by System One teachers are more concrete, more fact-oriented. They seek external guidance and are more aggressive and less cooperative than are students of other types of teachers. Students of System One teachers were significantly lower in self-esteem than were students of System Four teachers.

Again, the question is "Whose cognitive and behavioral style makes a difference?" Let us start with the educators and help them understand themselves. This Manual is directed toward that purpose.

PERSONAL STYLES ANALYSIS

FOR

EDUCATORS

INTRODUCTION

The analysis of professional educators' styles and patterns of behavior may be incorporated into existing programs of training and staff development. This manual suggests various ways for doing this. First, a workshop approach is suggested for individual educator growth and development. Finally, a team or group building approach will be examined.

At first glance this focus on personal styles for staff development may seem to be extremely threatening. However, the educators are *not* being asked to change their style. The emphasis is on identifying the strengths and possible limitations of the person's style. The effectiveness of a personal style is determined by the needs of the environment and the person's ability to adapt strategies to meet those needs. There is no evidence of a "best" pattern for all educational roles, activities or situations. Educators are not successful because they possess a certain behavioral pattern; rather, they are effective if they know their style, with its strengths and limitations. They are successful if they can evaluate the needs of others and assist in meeting them. It is a basic assumption of this presentation that most educators will willingly accept the interpretation of their style or pattern and will demonstrate an eagerness to develop skills which will make that style more effective in relationship with others.

The Personal Styles Analysis helps educators identify their behavioral style and pinpoints what they might do to become more effective and successful people. The procedure identifies areas of interpersonal conflict so they may become alert to each opportunity to minimize problems, or avoid them

entirely. Since educators are also engaged in a variety of activities, it is helpful to receive an accurate view of the way we perceive the behavioral demands of any given activity. Consequently, an Activity and Program Analysis System is also suggested to note similarities and differences in educator's perceptions of activities and programs. Both the Personal Styles Analysis and the Activity Program Analysis add a significant dimension in understanding ourselves and the activities programs in which we become engaged. The two systems can be effectively used together or independently.

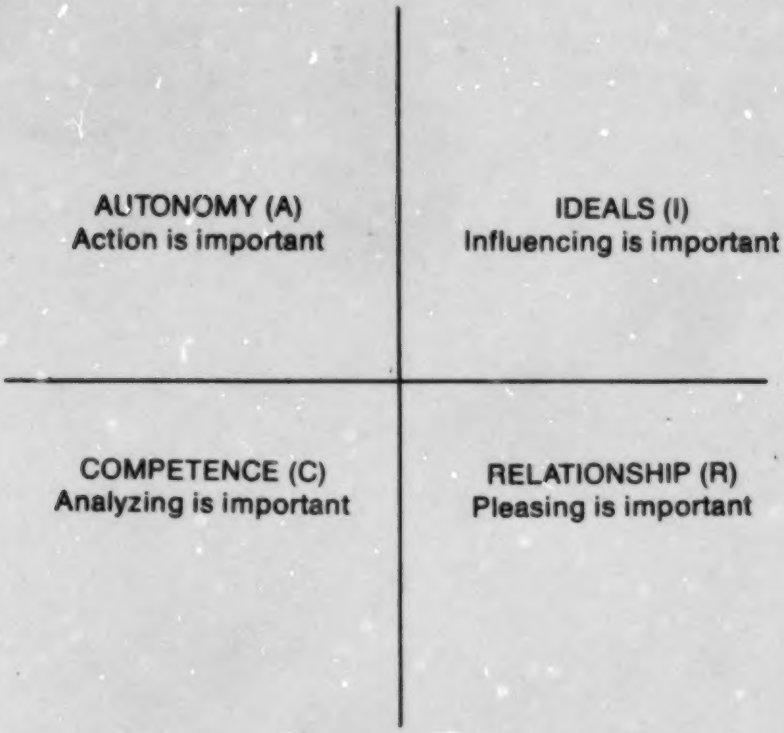
In order to create the motivational environment needed by the different styles of behavior in people, we will need to know their strengths, needs, and possible weaknesses. Our success personally and professionally is not dependent on our own personal profile, but rather our ability to adapt to other styles. That is why it is necessary to not only get to know our own strengths, but the strengths of others as well.

ANALYSIS OF YOUR PERSONAL STYLE

The analysis of one's personal style is carried out through a typological model derived from those used with normal, healthy, actualizing people. This model builds on the work of others (see References page), but has been specifically adapted for professional educators.

Four dimensions of behavioral responses are identified. While the constructs are simple, basic and seem relevant to most people, the subtleties surrounding this model provide an opportunity for extensive application and utilization.

PERSONAL STYLE



PERSONAL STYLES MODEL

AUTONOMY (A)	IDEALS (I)
Action is important.	Influencing is important.
COMPETENCE (C)	**RELATIONSHIP (R)**
Analyzing is important.	Pleasing is important.

By overlaying an additional figure over the above matrix, further properties emerge.

CHANGE

AUTONOMY (A)	IDEALS (I)
directing	persuasion
venturesome	theorizing
deciding	designing

PRODUCT ——— PROCESS

COMPETENCE (C)	RELATIONSHIP (R)
conscientious	nurturing
systematic	peaceful
realistic	understanding

STABILITY

PERSONAL STYLE

AUTONOMY (A)

- Solving problems
- Making decisions
- Getting results
- Causing action
- Questioning the "status quo"

IDEALS (I)

- Generating enthusiasm
- Verbalizing with articulateness
- Creating an environment of motivation
- Seeking recognition of ability
- Seeking freedom from control and detail

COMPETENCY

- Following procedures conscientiously
- Concentrating on detail and accuracy
- Complying with standards
- Focusing on performance
- Being concerned about credibility

RELATIONSHIP (R)

- Making a favorable impression
- Performing in a dependable manner
- Showing constant acceptance
- Being a good listener
- Understanding others

World View

PROCESS ORIENTED - Creating Ideas and Interpersonal Activities

PRODUCT ORIENTED - Achieving Results and Setting Standards

These titles stand for clusters of behaviors which group around the dimensions of behavior. Each individual will demonstrate some of the behavior for each dimension. But each person will project a greater intensity, frequency and more of the behaviors along one or two of the dimensions than the others.

The behavioral dimensions are divided into two categories--Process or Product Orientation. Persons with predominantly *Idealistic* or *Relationship* tendencies are Process Oriented. They focus their attention on people and the symbolic processes surrounding them. Those people with the *Autonomy* and *Competence* tendencies are Product Oriented. They focus their attention on tangibles and order, and the power to deal with them.

An example of what this means when applied to everyday behavior can be noted in the following situation. People with the *Autonomy* tendencies have the results they want well in mind as they embark on daily tasks. their activities are directed toward using resources to achieve goals. They are attentive to communication which will speed up the action to achieve the results they desire.

People with the *Idealistic* tendencies also want to shape and mold events and have an active voice. They are often inventive and imaginative. Their messages are designed to stimulate and prod others to action by working with and through people.

Persons with the *Relationship* tendencies are interested in the how and the why. They are interested in people and like to make people feel good about

themselves. They are particularly attentive to the personal needs of others and search for ways in which to meet these needs.

Those individuals with the *Competence* tendencies reflect their product orientation when they send messages which ask the reasons for the change. "Why" is a favorite question. They have concern for doing things "right". They are receptive to messages which reassure them they are doing things correctly.

CHANGE FOCUS - Seeking Out A Stimulating Environment

STABILITY FOCUS - Seeking Out A Comfortable Environment

The Change Focus vs. Stability Focus is another dimension that helps distinguish behavioral tendencies. The kind of an environment a person seeks out to implement their life goals can be described as Stimulating or Comfortable. Persons with *Autonomy* or *Idealistic* tendencies prefer a stimulating environment that will allow them to change their world. They seek out settings that are dynamic and energetic. Persons with *Relationship* and *Competency* tendencies prefer a comfortable environment that will allow them to bring stability to their world conditions. They seek out settings that have structure and provide support.

Examples of this dimension applied to the four styles amplify this perspective. Persons with *Autonomy* tendencies want "the how" and "the why" of their environment. Those with *Idealistic* tendencies question the "right" way to do things. Both of these styles feel they can change the course of action.

People with *Relationship* tendencies reflect an interest in maintaining stability within themselves and the situation--the old and the new. Those with a *Competency* focus wish to know what is desirable and how to do things before they get into action. Both of these styles respect the current cultural needs and respond to them.

HIGH AUTONOMY (A)

1. *Decision Maker* - This is the greatest strength of a High A. If you were to ask a High A - "What do you think we ought to do about this problem?"

   High A response - "Here's what I suggest we do!"

   High I response - "Let's sit down and discuss the possibilities."

   High R response - "What do you feel we ought to do?"

   High C response - "There are three alternatives, and here they are---1, 2, and 3."

2. *Self-Confident* - The High A has a lot of inner strength and drive. They know who they are, where they are going, and how they are going to get there." For example, an administrator comes to a High A and says . . . "You did a nice job."

   High A responds - "I know it!"

   High I responds - "Thank you--let me tell you how I did it."

   High R responds - "Do you really think so?"

   High C responds - Will not say anything immediately, but would be thinking, "I wonder what you want from me?"

3. *Efficient* - You receive a bundle of mail on your desk.

   High A - Will pitch most of it, and do something with the other immediately. Throw away anything marked "occupant or resident."

   High I - Will push it over to the side of the desk with the rest of the mess.

   High R - Will sort out the mail in priority order.

   High C - Will open each piece of mail, and based on the importance of the item, decide what to do with it immediately.

4. *Change Oriented* - You are in a staff meeting discussing a school policy change:

   High A - "It's about time we did this!"

   High I - "Let's explore the possibilities some more!"

   High R - "Why do you feel we should change - we're still recovering from the last policy change!"

   High C - "Why are we changing to policy again? What are the advantages of doing it so soon?"

To Be More Effective:

The High "A's" need to get others' opinions before moving ahead on a decision.

HIGH IDEALS (I)

1. *Persuasive* - This is the greatest strength of a High I. The High I's love to sell you on their ideas - and they often have great ideas!"

   In a selling situation:

   High A - "You need this, buy it!"

   High I - Just talks and talks until it sounds so fantastic - the client will buy.

   High R - "Is this something you feel you could use?"

   High C - "Let's look at the pros and cons of this, and I'm certain you'll want to purchase it."

2. *Tend To Be Optimistic* - If the four different people are all given a room full of manure:

   High A - Organizing a group of people to clean up the room.

   High I - "There's got to be a pony in here somewhere!"

   High R - Wants to name the pony.

   High C - Will take the manure home to put in the garden.

3. *Good Verbal Communication Skills* - You are stopped in traffic on the expressway:

   High A - Honking the horn--the High A's have a goal to reach and don't like to have something keep them from reaching their goal.

   High I - On the CB radio communicating with everyone else who has a CB. Commenting on ways to improve traffic control.

   High R - Patiently reading a book until the traffic begins to move again. Wondering if something has happened.

   High C - Getting the map out of the glove compartment to look for alternative routes to take so they won't be caught in this situation again.

To Be More Effective:

High I's need to listen more. They are often so busy talking, they don't have time to listen.

HIGH RELATIONSHIP (R)

1. *Team-Person* - This is the greatest strength of a High R.

   High A - "I want this done by 4:30."

   High I - "If you can get this done by 4:30, I'd really appreciate it, and I know that you can do it!"

   High R - "I know it's really asking a lot of you to get this done by 4:30, but if you can, it would really help out. Can you do it now? And if not, can I help you?"

   High C - "I need to have this done by 4:30 and you will be able to accomplish it if you have no interruptions, so I've called the receptionist and asked your phone calls to be held and I've also reserved the conference room for you so you'll have privacy. When you finish it, be sure to bring it to me so I can be certain it's right."

2. *Good Listener*

   High A - Say what they have to say and then move on.

   High I - Looking for someone to tell their story to and then maybe they will listen to yours.

   High R - They are the best listeners. If you have something you want to talk about, go to a High R. They will listen to you all day long!

   High C - They are usually weighing what you are saying, deciding whether or not they agree with you.

3. *Loyal* - If you ask the four styles if they've ever thought about changing jobs:

   High A - "I've worked here for two years, maybe I'm ready for a new challenge!"

   High I - "Only if I can do my own thing and enjoy the people I work with."

   High R - "Yes, I did once 10 years ago."

   High C - "Give me the details of the new position and I'll weigh the alternatives."

To Be More Effective:

High R's need to take more risks, to reach out and do something without feeling they need to check for someone else's approval.

HIGH COMPETENCE (C)

1. *Accurate* - Greatest strength of a High C.

   If you want research or data, have these people do it. They will not only do it thoroughly, but correctly.

   High A's want to get it done.

   High I's want to discuss it.

   High R's want to make sure everybody is in agreement.

   High C's want to make certain the job is done right.

2. *Objective Thinkers* - High C's have a head on their shoulders designed for thinking. They can usually tell you the pros and cons of each situation. For example: A co-worker comes to you with a problem and says, "How do you think we should handle this?"

   High A - "You go ahead and take care of it and let me know what happens."

   High I - "Let's have a meeting and talk about it."

   High R - "What do you think we should do?"

   High C - "Let's analyze the problem."

3. *Attention to Details*

   High A's are trying to find someone to whom they can delegate the details.

   High I's are more concerned about the "big picture."

   High R's will notice the need for details but often does not take the time to deal with them "right now."

   High C's are the only style that pays close attention to detail.

To Be More Effective:

High C's need to be more flexible and realize that not everyone needs the same amount of information they do.

Common Themes. There are two pair of style relationships that commonly group together; Autonomy (A) and Ideals (I) have common themes and Relationship (R) and Competence (C) have common themes. First of all, the C's and the R's are inquisitive. The A's and the I's are directive. The C's will ask "What are you doing?" The R's will ask "How do you feel?" The A's will tell you what they are doing, and the I's will tell you what they are feeling or thinking. The C's and the R's are outer-directed. They tend to care about the other person's feelings or tasks, whereas the A's and I's are inner-directed. They will say "I did a good job" (A), "I feel terrific!" (I). The C's and the R's tend to prefer low-risk or non-threatening situations. The A's and I's are high-risk takers.

The A's and the I's are expressive and the R's and C's will not show their emotions, but the A's will verbally express how they feel. The C's would rather write it down objectively. C's and R's are cooperators. They do not like to make waves. The A's and the I's like to make a lot of waves for the purpose of bringing about change. They are competitors.

If I ask you, "How do you feel?," what style would I be? (Answer High R.) If I ask you, "What are you doing?," what style would I be? (Answer High C.) If I tell you what I'm doing, what style would I be? (Answer High A.) If I tell you how I feel, what style would I be? (Answer High I.)

Factor Relationships. There are two pairs of style relationships that relate to common "factors"; Ideals (I) and Relationship (R) group around the "people factor" and Autonomy (A) and Competence (C) group around the "power factor." Power often relates to control. Therefore, C's and A's have control of feelings. Conversely, the R's and I's are very expressive about feelings.

When asking questions, the C's and A's want facts and figures. The R's and I's want feelings and emotions. (Does it sound good? Will it help the team?) C's and A's are also precise about time. Their schedule is usually neatly planned. The R's and I's are more flexible about time. C's and A's are task-oriented; the R's and I's are people-oriented. C's and A's are objective. They have the ability to take themselves out of a situation and look at it from a third person's viewpoint. R's and I's are subjective, conversely, because of their empathy. This is an important element in determining whether or not a person is task-oriented or people-oriented. Is their primary factor C/A or R/I?

In summary, some basic generalizations may be made about style relationships and patterns:

1. Autonomy (A) and Ideals (I) have common themes.
2. Relationship (R) and Competence (C) have common themes.
3. Ideals (I) and Relationship (R) relate to a "people" factor.
4. Autonomy (A) and Competence (C) relate to a "power" factor.
5. Autonomy (A) and Relationship (R) are less likely to relate.
6. Ideals (I) and Competence (C) are less likely to relate.

Using the quadrant system you can identify a person's major characteristics and even gain additional sensitivity when you are able to determine their secondary characteristics.

Positive or Negative Style. Which styles are positive? For example, would High I's be positive or negative? Positively it can be noted that the I's are idealistic, people-oriented, expressive about feelings and emotions, flexible about time, subjective, inner-directed, and high risk-takers. They can also be expressive about negative feelings and emotions. Any style can be positive or negative. The High A's might be considered aggressive; however, they may also be considered assertive, which is a positive quality. What about the R's and the C's?

PERSONAL STYLES: EDUCATIONAL SETTING

Autonomy

Classroom Environment:

- Atmosphere reflects the importance of on-task behavior
- Activities obviously programmed by instructor
- Consistency--student knows what is expected
- Sense of security from common purpose
- Students look to instructor for directions
- Scientific method stressed in problem solving
- Assured work pace
- Teacher values achievement and tries to instill this value in students
- Vigorous activities--like field trips
- Media includes globes, maps, movies, VTR that deal with reality
- Bulletin boards would provide information dealing with current events
- Promotes competition
- Directs students to apply new concepts in a practical manner
- Teacher judges students by personal standards; do "they" put out a good effort?

Student Interaction:

- Gets along best with students who use self-control but work actively
- Prefers being known as effective and efficient
- Believes they are contributing most when they can direct students to apply a new concept in a practical manner
- When discipline problems arise, feels like telling students what they should do without showing emotion
- When correcting a student, most likely to plan it out in advance and tell them what they need to do.
- Would like students to think of them as a person who understands the implications of interpersonal relationships well enough to get people to work properly
- Tries to gain interpersonal commitment from students by using a reward and award system
- Students would likely describe behavior as confident and assertive
- Other teachers describe interpersonal attitude as friendly but competitive

PERSONAL STYLES: EDUCATIONAL SETTING

Relationship

Classroom Environment:

- Atmosphere busy, low structure
- Considerable teacher-student interaction
- Small group work
- Learning centers and individualized instruction
- Teacher accommodations for students
- Teacher values friendship standards, then competency
- Maintains routine pace
- Bulletin boards reflect student planning and creativity
- Media includes tape recorders, language master, materials for individualized instruction
- Adaptable to those in authority (administration)
- Provides students with concepts that help people
- Oral and written evaluation
- Student politeness and happiness important
- Uses biographies as a content organizer

Student Interaction:

- Asks students to attend to instructions
- Likes students to discover answers while discussing situations
- Bothered by students who rebuff them
- Gets along best with students who share their feelings and relate warmly to others
- Prefers being knows as friendly and sincere
- When discipline problems arise, feels like relating to the "trouble makers" so they can try and end the conflict
- When correcting a student, most likely to let everyone cool off and then take time to teach the offender the best way of correcting the mistake
- Would like students to think of them as a person who cares enough about students (people) to teach them the best way to achieve
- Tries to gain interpersonal commitment from students by using self-expressed cooperation
- Students would likely describe behavior as thoughtful and considerate
- Other teachers describe interpersonal attitude as warm and cautious
- Prefers keeping the level of activity controlled so they can express themselves freely

PERSONAL STYLES: EDUCATIONAL SETTING

Competence

Classroom Environment:

- Atmosphere pleasing, protected and tranquil
- Structured well organized activity; activities have substance
- Follows a daily routine
- Subject matter oriented
- Strives to meet administrations' expectations
- Bulletin boards look professional
- Media used would be encyclopedias and other references--computers
- Prized students follow the rules and do what they're supposed to do
- Tends to judge students by their cognitive ability
- Likes students to observe, ask, and seek information and then make logical connections
- Objective testing
- Rules well known and probably posted somewhere in room
- Mastery is important--repetition may be necessary

Student Interaction:

- Tends to be covert and students may not know what they are thinking
- Presents directions in a step-by-step fashion
- Asks if-then, premise-conclusion questions
- Gets along best with students who use self-control and relies on facts to make decisions
- Prefers being known as precise and a person with standards
- When discipline problems arise, will evoke rules and/or send to supervisor
- When correcting a student, most likely to ask questions until the situation is clear because the facts speak for themselves
- Would like students to think of them as a person who has life under control and people working efficiently toward goals
- Tries to gain interpersonal commitment from students by using self-controlled cooperation
- Students would likely describe behavior as deliberate and well-planned
- Other teachers would describe interpersonal attitude as pleasant but reserved
- Prefers keeping the level of activity low to maintain control and organization

PERSONAL STYLES: EDUCATIONAL SETTING

Ideals

Classroom Environment:

- Atmosphere is stimulating with both verbal and nonverbal behavior
- Classroom organized to meet the needs of the day; center of interest will change from day to day
- Teacher values student-initiated projects; high expectations
- Teacher recognizes ideas and performance
- Informal lesson plans subject to change to meet needs of the day
- Learning from exploration
- Bulletin boards are creative and reflect contemporary themes
- Media consists of posters, pictures, e.g., reflecting current projects
- Students make most of their own decisions
- Personal/teacher interaction--with students and parents
- Teacher serves on several school committees

Student Interaction:

- Gets along best with students who are fun to be with and act decisively
- Prefers being known as concerned and stimulating
- Believe they are contributing most when they can inspire students to plan new concepts that impress others
- When discipline problems arise, feels like telling students to "get lost" in no uncertain terms
- When correcting a student, most likely to seize the first opportinity that feels right and tell them what they feel about the problem
- Would like students to think of them as a person who is interested enough in people to get things done while enjoying life
- Tries to gain interpersonal commitment from students by using self-expressed competition
- Students would likely describe behavior as quick paced and unpredictable

PERSONAL STYLES: EDUCATIONAL SETTING

Increasing Effectiveness

Autonomy

- Slow down enough for students to appreciate you.
- Take time to relate more to those who need it.
- Tell students less and ask them more.
- Suggest rather than being directive.
- Ask for students' opinions.

Ideals

- Slow down enough for students to keep up with your ideas.
- Tell students less and ask them more.
- Avoid having too many activities going at one time.
- Follow through on your projects.
- Listen more effectively.

Relationship

- Set work pace to keep up with students.
- Focus more on student performance rather than their feelings.
- Ask students less and become more task-oriented.
- It is illogical to expect every student to respond to you enthusiastically.
- Confront, recognize your personal rights.

Competence

- Change pace to influence fast moving students.
- Be more spontaneous in interpersonal activities--be a little crazy.
- Direct students less and become more responsive to uniquenes.
- Spend more time relating warmly to students who need it.
- Try alternatives and go with your intuition.

Techniques to Improve

Your Personal Style Effectiveness

Depending on how closely your job description matches your Profile one or more of these four techniques can be used to improve your effectiveness:

Capitalizing. Finding proper opportunities to use your strengths since they closely match your job description.

Augmenting. Surrounding yourself with people who can compliment your strengths and make up for your weaknesses.

Modifying. Deliberately changing your behavior for short periods of time (6-8 hours) to meet the demands of the activity. This behavior may be quite different than your profile.

Blending. Minimizing conflicts between your style and the styles with whom you work or live. This is particularly true if people of one or two styles all work together, e.g. all high "Ideals." This can only be accomplished with mutual respect for each others abilities and responsibilities.

BEST COPY AVAILABLE

STRATEGIES FOR BLENDING AND CAPITALIZING

AUTONOMY	IDEALS
Remember a High A May Want: Authority, challenges, prestige, freedom, varied activities, difficult assignments, logical approach, opportunity for advancement, chance to see results	Remember a High I May Want: Recognition, to be unique, people to talk to, freedom of speech, freedom from control and detail, favorable working conditions, recognition of abilities, chance to motivate people.
Provide direct answers, be brief and to the point. Ask "what" questions, not how. Stick to business. Outline possibilities for person to get results, solve problems, be in charge. Stress logic of ideas or approaches. When in agreement, agree with facts and ideas, not person. If timelines or sanctions exist, get them into open but relate them to end results or goal.	Provide favorable friendly environment Provide chance for them to verbalize about ideas, people and their intuition. You provide ideas for transferring talk to action. Provide testimonials of experts on ideas. Provide time for stimulating and fun activities. Provide details in writing but don't dwell on them. Provide democratic relationship. Provide incentives for taking on tasks.
RELATIONSHIP	**COMPETENCE**
Remember a High R May Want: Special approval, reassurance, time to adjust, appreciation, identification with group, work pattern, to help others, popularity.	Remember a High C May Want: Respect, no sudden changes, personal attention, authority source, exact descritpions, work standards, to be part of a plan, time to examine.
Provide a sincere, personal and agreeable environment. Provide a sincere interest in them as a person. Ask "how" questions to get their opinions. Be patient in drawing out their goals. Present ideas in a non-threatening manner--give chance to adjust. Clearly define roles or goals and their place in the plan. Provide personal assurance of support Emphasize how their actions will minimize their risk.	Take time to prepare your case in advance. Provide straight pros and cons of ideas. Support ideas with accurate data. Provide reassurances that no surprises will occur. Provide exact job description with precise explanation of how it fits big picture. Provide step by step approach to a goal. If agreeing be specific. If disagreeing, disagree with facts not person. Be prepared to provide many explanations in a patient, persistent manner.

Name_____ MF Location_____ Date_____

PERSONAL CHARACTERISTICS INVENTORY

Form A

Instructions:

There are ten (10) sets of four words listed below. Rank order the words in each set by assigning a 4 to the word which is most characteristic of your personal style, a 3 to the word which is the next most characteristic of your personal style, a 2 to the next most characteristic word, and a 1 to the word which is least characteristic of you.

You may find it hard to choose the words that best characterize your personal style. Nevertheless, keep in mind that there are no right or wrong answers--all the choices are equally acceptable. The aim of the inventory is to describe your personal style, not to evaluate you.

Be sure to assign a different rank number to each of the four words in each set; do not make ties or leave blanks.

	Column A	Column B	Column C	Column D
I.	___ adventurous	___ enthusiastic	___ sympathetic	___ conscientious
II.	___ inspirational	___ empathetic	___ observant	___ energetic
III.	___ persuasive	___ reflective	___ active	___ supportive
IV.	___ convincing	___ practical	___ decisive	___ trusting
V.	___ caring	___ exploring	___ fluent	___ persevering
VI.	___ assured	___ considerate	___ systematic	___ playful
VII.	___ disciplined	___ idealistic	___ tolerant	___ forceful
VIII.	___ verbal	___ self-reliant	___ attentive	___ consistent
IX.	___ organized	___ thoughtful	___ venturesome	___ perceptive
X.	___ relating	___ doing	___ specifying	___ influencing

SCORING INSTRUCTIONS

Personal Characteristics Inventory Questionnaire

By placing the letter designations for alternative ways of handling the change situations described in the Personal Characteristics Inventory Questionnaire on a four-point scale, you have weighted each of these alternatives with respect to how much utility each of them has for your handling of the situation. Therefore, it is possible to obtain an overall profile statement of your educational preferences by simply considering the weights given by you to similar alternatives. In the present inventory, four styles are sampled; each of the four alternatives suggested for a situation corresponds to one of these four styles. Thus, by arranging all similar alternatives together it becomes possible to add the weights given to these and, in the process, to obtain an index of your style strength on four different educational styles. This is the rationale underlying the scoring of this inventory.

The Scoring Form (next page) provides for an arrangement of similar-styles alternatives in the same column. That is, the four alternatives reflecting a given educator's style have been listed in a column down the page. Since there are four styles represented in this inventory, there are four columns of alternative designations presented in the Scoring Form. To score the inventory, you simply go back through the inventory--taking one priority question and its four alternative solutions at a time--and find the scale value which characterizes the space in which you have placed the letter designation of each alternative. This scale value becomes your score for each item. Notice the example below:

More Characteristic					Less Characteristic
	b	d	a	c	
	4	3	2	1	

Profile Summary: d 3 b 4 c 1 a 2

Name_____ MF Location_____ Date_____

PROFILE SUMMARY

PERSONAL CHARACTERISTICS INVENTORY

Scoring Form

Step 1: In the spaces provided below, write the scale value number which corresponds to the space in which you placed each of the letter designates for each of the personal characteristics questions described in the Personal Characteristics Questionnaire. Letter designations are *not* arranged in alphabetical order in the form below; therefore, you will have to look for the letter of concern and place the scale value you have used in characterizing the item's utility for you to the right. Complete this data fill-in before going to the next step, which will be totaling of scores in each column. You should end up with four total style scores.

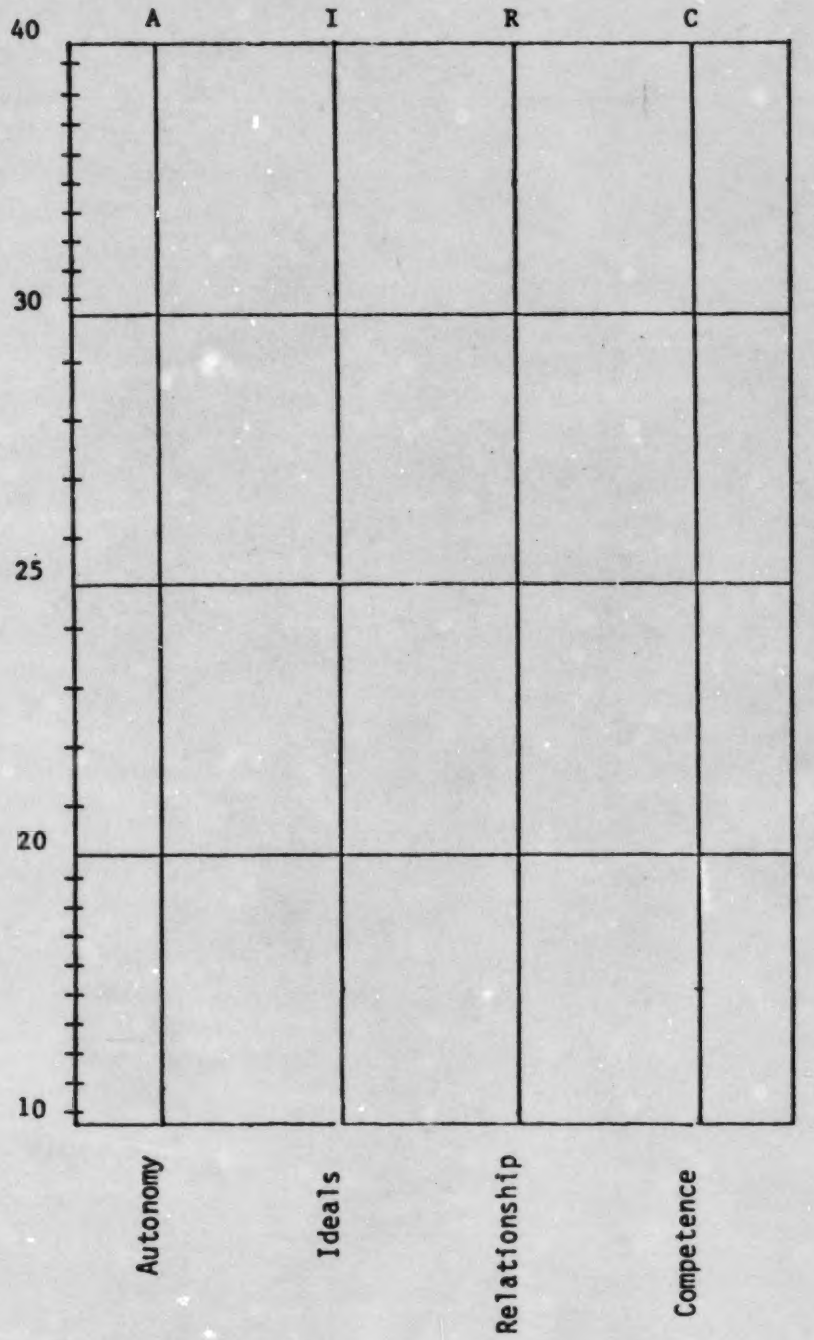
Step 2: The style totals may then be plotted on the graph provided.

Form A

I.	a. ____	b. ____	c. ____	d. ____
II.	d. ____	a. ____	b. ____	c. ____
III.	c. ____	a. ____	d. ____	b. ____
IV.	c. ____	a. ____	d. ____	b. ____
V.	b. ____	c. ____	a. ____	d. ____
VI.	a. ____	d. ____	b. ____	c. ____
VII.	d. ____	b. ____	c. ____	a. ____
VIII.	b. ____	a. ____	c. ____	d. ____
IX.	c. ____	d. ____	b. ____	a. ____
X.	b. ____	d. ____	a. ____	c. ____
STYLE TOTALS	☐ Autonomy	☐ Ideals	☐ Relationship	☐ Competence

Name _____ M F _____ Date

PERSONAL STYLES PROFILE



Name_____ MF Location_____ Date_____

PERSONAL CHARACTERISTICS INVENTORY

Form B

Instructions:

There are ten (10) sets of four words listed below. Rank order the words in each set by assigning a 4 to the word which is most characteristic of your personal style, a 3 to the word which is the next most characteristic of your personal style, a 2 to the next most characteristic word, and a 1 to the word which is least characteristic of you.

You may find it hard to choose the words that best characterize your personal style. Nevertheless, keep in mind that there are no right or wrong answers--all the choices are equally acceptable. The aim of the inventory is to describe your personal style, not to evaluate you.

Be sure to assign a different rank number to each of the four words in each set; do not make ties or leave blanks.

	Column A	Column B	Column C	Column D
I.	___ responsible	___ sensitive	___ intensive	___ intuitive
II.	___ direct	___ planful	___ patient	___ inventive
III.	___ precise	___ visionary	___ vigorous	___ nurturing
IV.	___ receptive	___ theoretical	___ pioneering	___ exacting
V.	___ understanding	___ creative	___ organized	___ quick
VI.	___ imaginative	___ optimistic	___ accurate	___ gracious
VII.	___ gentle	___ objective	___ conceptual	___ productive
VIII.	___ enterprising	___ even-tempered	___ dedicated	___ humorous
IX.	___ logical	___ feeling	___ variety-seeking	___ authoritative
X.	___ expressive	___ determined	___ questioning	___ realistic

Name_____ MF Location_____ Date_____

PROFILE SUMMARY

PERSONAL CHARACTERISTICS INVENTORY

Scoring Form

Step 1: In the spaces provided below, write the scale value number which corresponds to the space in which you placed each of the letter designates for each of the personal characteristics questions described in the Personal Characteristics Inventory Questionnaire. Letter designations are *not* arranged in alphabetical order in the form below; therefore, you will have to look for theletter of concern and place the scale value you have used in characterizing the item's utility for you to the right. Complete this data fill-in before going to the next step, which will be totaling of scores in each column. You should end up with four total style scores.

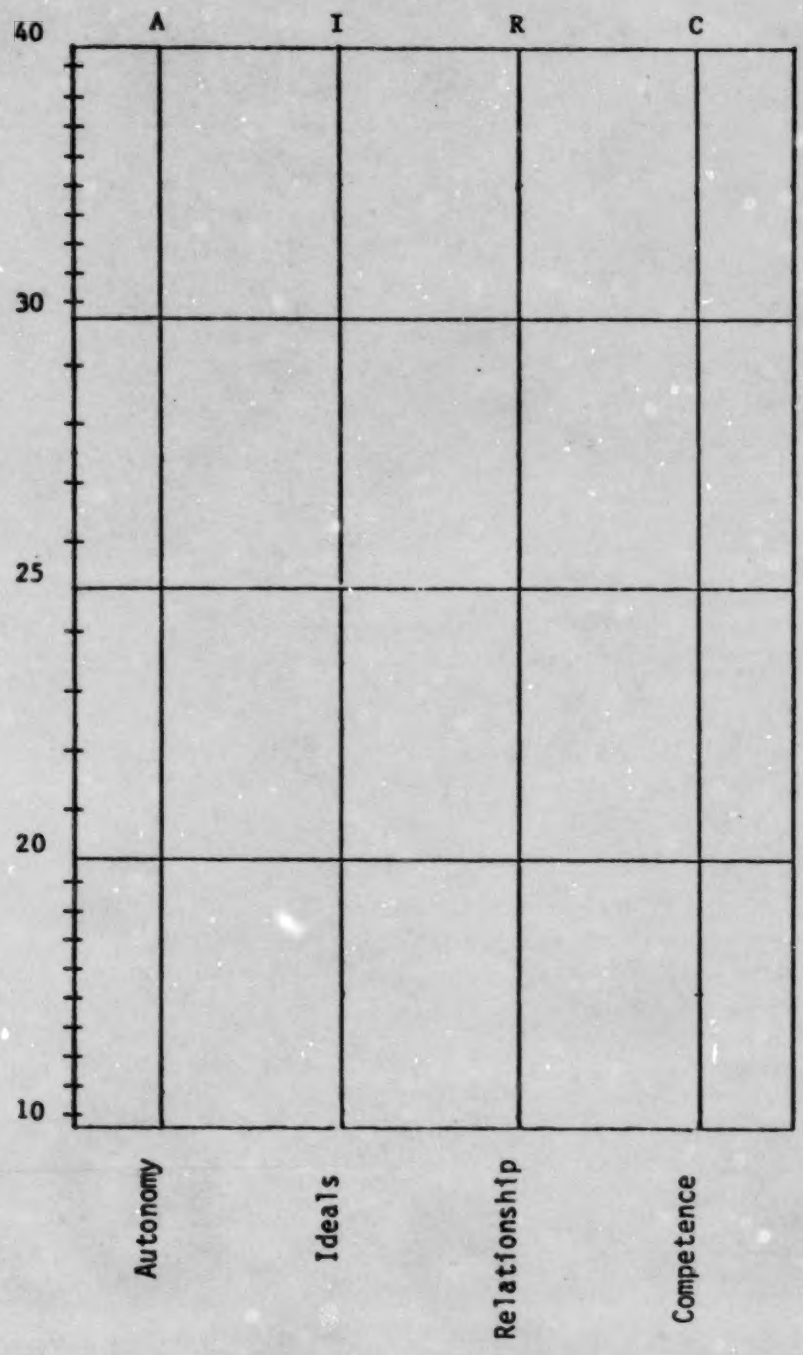
Form B

Step 2: The style totals may then be plotted on the graph provided.

I.	c. ____	d. ____	b. ____	a. ____
II.	a. ____	d. ____	c. ____	b. ____
III.	c. ____	b. ____	d. ____	a. ____
IV.	c. ____	b. ____	a. ____	d. ____
V.	d. ____	b. ____	a. ____	d. ____
VI.	b. ____	a. ____	d. ____	c. ____
VII.	d. ____	c. ____	a. ____	b. ____
VIII.	a. ____	d. ____	b. ____	c. ____
IX.	d. ____	c. ____	b. ____	a. ____
X.	b. ____	a. ____	c. ____	d. ____
STYLE TOTALS	☐ Autonomy	☐ Ideals	☐ Relationship	☐ Competence

Name _____ M F _____ Date

PERSONAL STYLES PROFILE



GROUP ACTIVITIES

FOR

INDIVIDUAL DEVELOPMENT

36

GROUP ACTIVITY

Orientation to Personal Style Analysis

Objectives:

Will be looking at your individual personal style, or how you tend to do things and how the people (adults and children) you interact with every day tend to do things. Each person has the capability to be more effective. One way to be more effective is to know who you are, to understand your unique style and to recognize and understand the style of people with whom you interact.

Pair off with another person and interview each other for a total of 5 minutes. After you have completed your interview, you will introduce your partner to the group. Limit your introduction to one minute. Possible areas to cover would be:

1. How do you hope to benefit from this workshop?
2. If you could choose an ideal work setting, what would it be like?
3. What do you like best about your daily activity that you are currently involved in?
4. What physical and human environments do you find most comfortable?

GROUP ACTIVITY

Behavior Tendencies

Fill in this worksheet using the information that you will be gathering.

I. HIGH "A" WORK BEHAVIORAL TENDENCIES:

1.
2.
3.
4.
5.

II. HIGH "I" WORK BEHAVIORAL TENDENCIES:

1.
2.
3.
4.
5.

III. HIGH "R" WORK BEHAVIORAL TENDENCIES:

1.
2.
3.
4.
5.

IV. HIGH "C" WORK BEHAVIORAL TENDENCIES:

1.
2.
3.
4.
5.

GROUP ACTIVITY

GETTING PEOPLE TO DO THINGS

You have just returned to your job after attending a seminar on organizational effectiveness. There are many ideas you want to use in your school, so you have decided to present this seminar to your administrator as a program to be offered to fellow professionals.

You have been trained to lead and facilitate the seminar "in-house", so the only cost to your school will be the materials fee, which is nominal.

Your administrator has the ability and authority to make the decision and use the training budget for this program. You are convinced that this program would be a good investment for your school. All you have to do is convince your administrator.

Take fifteen minutes to plan and organize your presentation knowing that your administrator has one of the following group of characteristics:

A.	Good with details	B.	People oriented
	Creative		Patient
	Decision maker		Good listener
	Problem solver		Loyal
	Self-directed		Flexible
C.	Questions the "status quo"	D.	Team person
	Accurate		Gregarious
	Weight pros and cons		Outgoing
	Organized		Communicative
	Analytical		Optimistic

Discuss and decide the following:

1. You've probably noticed that the characteristics for each administrator are <u>not</u> all one tendency, but that they are mixed. What is your administrator's tendency (High A, I, R, or C)?

2. How would a "High A" present the proposal differently than a "High R"? Compare other tendencies.

3. Using the strengths of all four tendencies, what would be the best possible way to influence a boss with these characteristics?

Personal Notes:

GROUP ACTIVITY

Personal Style Summary

From the information, my overall summary is:

- possible strengths

_____
_____
_____
_____
_____
_____
_____
_____

- possible weaknesses

_____
_____
_____
_____
_____
_____
_____
_____

Written contract on what I will make an attempt to work on over the next six months:

- personal contract

_____
_____
_____
_____
_____
_____

Personal Style Analysis in Team Building

The interaction of a team must be such as to ensure a maximum probability that in all relationships within the team, each member, in the light of his or her background, values, desires, and expectations, will view their experience as supportive and one which builds and maintains a sense of personal worth and importance.

Team building is the critical step because it develops a better understanding of and appreciation for each person's individual style of dealing with people and dealing with personal needs. This understanding enables team members to view the other members not only through their own values and needs, but through the values and needs of others. It strips away the false judgements, assumptions, and prejudices that people tend to make about each other because they do not take the time or have the skills to appreciate where the other person is really coming from.

Team Building. At an initial meeting with the team members, the leader explains that the team will participate in the team building process. A brief description of the process and the benefits to both the team members and the team as a whole are as outlined in the preceeding page. A description, as well as a written schedule for implementation, should be presented to the team.

The leader next communicates the following: "The primary objective of team building is to establish a mutually satisfying and productive environment where we will all communicate with each other and function together effectively. In order to do this, it is important that we truly understand and appreciate each other. To help us identify our individual behavioral tendencies and personal needs, we are going to employ a number of Personal Style Analysis procedures.

The leader explains Personal Style Analysis in general terms to the team, describing the meaning of each of the profile charts and providing a general description of the A, I, R, and C characteristics by using appropriate hand out materials. The explanatory material should be duplicated and given to team members for their information.

Critical Comments. While presenting a general interpretation to the team, the leader should stress the following points:

- There is no good or bad profile!
- You are what you are, and that's good! There is no need for wholesale changes!
- We all have particular individual strengths and weaknesses!

> *Know themselves* - they understand specifically why and how they tend to effect other people the way they do and why and how other people tend to effect them the way they do.
>
> *Know their strengths and weaknesses* - they maximize their strengths and minimize their weaknesses and develop positive attitudes about themselves which are communicated to others and make others trusting of and confident in them.
>
> *Develop positive control* - they have the ability to: 1) study the situations in which they find themselves and the people with whom they come in contact so that they may then identify the appropriate behavioral style and needs of the situation and the people; and 2) adjust their behavior accordingly. This is called *behavioral flexibility approach.*

Flexible people develop the skill to read the appropriate behavior for each situation they are in and each individual they interact with so that they may adapt their own behavior accordingly to put themselves in *positive control.* In this instance, *control* means that the individuals actively facilitate effective communication between themselves and others by adjusting their natural style to a style more comfortable to those people with whom they interact. For example, when dealing with very conservative and logical people, individuals who tend to be aggressive and forceful must adjust their behavioral approach to be more logical and rational and less threatening, thereby facilitating positive communication.

All styles are either more effective or less effective according to the situation, and thus individuals should assess which style is the most effective in each specific situation and adjust their style to one more appropriate to the specific situation. This challenges individuals to understand and appreciate each other better for increased effectiveness.

Personal Style Model

All of us have a little or a lot of all four behavioral tendencies. We all have strengths, which when used, can be the key to our success, and the success of the school. Every school needs people in all four style areas to be well-balanced and effective. If you were asked to put together the perfect 4-person project team, it would be one *Autonomy*, one *Ideals*, one *Relationship*, and one *Competency*. The *Autonomy* will generate ideas and delegate responsibility, the *Ideals* will promote and expand the ideas, the *Relationship* will organize and make sure that everyone has had a voice in the decision. The *Competency* will make sure the job gets done and done correctly. People are unique and different. We need these differences. We compliment each other. And as we work with different people within our school setting, it's important to not only understand these people, their strengths and possible limitations, but to work with them effectively on a daily basis.

What can happen when people overextend their strengths? They can become weaknesses. For example a strength for a *Autonomy* tendency is making decisions. What happens if this becomes overused or over-extended? They are viewed as autocratic. One of the strengths listed for *Ideals* is generating enthusiasm What happens if this is overtaxed? They seem to be too busy having fun and are not getting work done. A strength for the *Relationship* tendency is the ability to make a favorable impression. They can become over-extended because they are wishy-washy and cannot make decisions. They are too busy trying to make everyone happy. Those with a High *Competency* tendency are concentrating on detail. They can stress too much detail and become a perfectionist.

Behavior is situational. You may be a high *Ideals* at work if your job requires alot of developmental work, but when you get home you may find that you are a high *Relationship*.

Personalize The Styles. When the Personal Style has been identified for each individual, the team members should read through their descriptions and personalize them by:

Deleting any descriptions that they do not believe are accurate.

Substituting the "appropriate descriptions" for all those that they deleted.

Underlining Those descriptions that are absolutely "right-on" and should definitely be called to the attention of others

At the team building session, the leader facilitates the following process:

- Team members (beginning with the leader) inividually discuss their "Personal Style with the team, not necessarily by reading it, but focusing on specific information."
- After this discussion, the team members then share their Personal Style with each other team member with whom they have a significant relationship. For example, the leader might say, "I appreciate working with you because you always follow through on commitments you make and complete them correctly and on time", or, "I appreciate your willingness to ask the other team members if they need help when you have any spare time."
- After telling the other team members what they appreciate about them, they also respond specifically to the other statement for each individual.
- What can *you* do for *me* to help *me* become more effective and satisfied in my role?
- What can I do for you?
- If you didn't do the following for me, it would make my role more difficult.
- Your #1 priority in interacting with me should be....

These suggestions are then agreed to by the team and put into writing in the form of personal contracts, accountabilities, objectives, etc. These agreements are then reviewed and approved by the team at future team building sessions.

Team building is valuable in that it forces people to communicate with each other in s positive way about their individual behavioral tendencies and personal needs and to claify their specific relationships to each other. Thus, together they can develop a mutually satisfying and productive team environment. This process leads to individuals having more *Positive Control* of their environment. It should be emphasized that, to be most effective, team building cannot be just a "one-shot endeavor,"

but should be implemented at least once a year or more to assure that team members are interacting effectively.

There is no question that the process outlined does take an expenditure of time and effort on the part of the team, but the question to be answered in considering this process should not be "Can I Afford To Do It?" but "Can I Afford Not To Do It?" Unless people are encouraged, in a very positive sense, to come together and communicate about themselves and their specific relationships, they will not do it. They are so caught up in their day-to-day activities that they never allow themselves to focus on this aspect. A number of problems, may arise that could have been easily dealt with or avoided through the implementation of the team building process.

Effective teams rarely just occur; they must be developed through continuous positive effort on the part of the team members. The only way for the team to find out if this process will work is to try it. There is really very little to lose and a lot to gain, both for individuals and for the team.

GROUP ACTIVITIES

FOR

TEAM BUILDING

GROUP ACTIVITY

TEAM BUILDING - PAIRS

_____ to _____

1. I appreciate interacting with you because:

2. What can *you* do for *me* to help *me* become more effective and satisfied in my role?

3. What can I do for you?

4. If you didn't do the following for me, it would make my role more difficult.

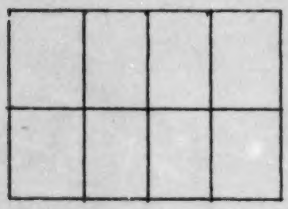
5. Your #1 priority in interacting with me should be:

GROUP ACTIVITY

Team Building Grid

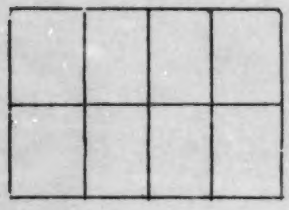
How You See Yourself

A I R C



_____

A I R C



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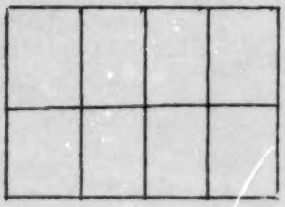
A I R C



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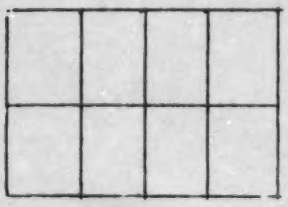
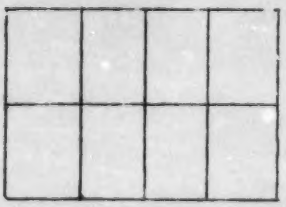
A I R C



_____

A I R C



_____

GROUP ACTIVITY

We Need Each Other

You have been asked to put together a team of 3 people to develop, promote, and complete the local annual Charity Drive. You will not be a member of the team but are responsible for the selection of the members. The kick-off for the Charity Drive is fast approaching and 4 people have asked to be on the team. Listed below are the descriptions of those 4 people. Discuss which 3 of the 4 will be on team.

Susan: She is good at details. She makes sure everything is accurate and in order. She follows directives and is also excellent at being diplomatic with people.

Hal: He is a good, hard worker. He is extremely loyal and patient with others. He gets things organized and will stick with a job until it is done.

Randy: He is a promoter. He verbalizes well and generates enthusiasm and excitement. He also enjoys contacting people and helping others.

Linda: She is the person who gets results. She takes authority and is a good leader. She is also good at making decisions.

Discuss the following questions:

1. Was it difficult to make a choice? Why? Did you feel that each person could make a contribution to the Charity Drive?

2. Why is it advantageous to have team members with different strengths? What if they were all alike--all "Randy's or all "Linda's"?

3. It has been said, "We need each other because of our differences." How do you feel about this statement? How would this apply in your own life?

PERSONAL NOTES: _____

_____

_____

_____

GROUP ACTIVITY

Team Building

Name _____

1. List the Personal Characteristics of the *People That You Interact Most Effectively With:* (name at least 7 characteristics)

2. List the Personal Characteristics of the *People That You Interact Least Effectively With:* (name at least 7 characteristics)

3. List the *Personal Needs* that You must have Satisfied in order to be Motivated and Committed in your Environment: (name at least 7 needs)

APPENDIX A

School Program Priorities Questionnaire

Advisor Style Questionnaire

The workshop for Personal Analysis for Educators can be organized in a number of ways. The basic decision to be made is how much workshop activity should be committed to specific educational aspects. Two inventories are provided for more education specific exploration: 1) School Priorities Questionnaire and 2) Advisor Style Analysis Questionnaire. Other education or school-related activities could be used. The above questionnaires can be used to show how an individual adapts to specific situations and role expectations.

SCHOOL PROGRAM PRIORITIES QUESTIONNAIRE

A Word About The School Program Priorities Questionnaire

Educators approach the educational process with certain personal beliefs that may influence the style they use in an educational setting. This questionnaire is designed to aid educators in the understanding of their belief system. This approach will help explain one's philosophy of education as they interact with other educators who may or may not share the same belief system.

Format of the Questionnaire

Ten (10) typical educational and school policy issues have been included in this questionnaire. For each of these, four (4) alternative ways of responding have been listed. Each alternative response is slightly different from the other four. Since you will be asked to choose those *most* and *least* characteristic of what you think or do, read *all* four alternatives before answering.

Step 1: Select the alternative which is *most* characteristic of what you believe or think you would do with respect to the situation described and place that item designate (a, b, c, d) somewhere on the "More Characteristic" and on the four-point scale provided (see the examples below).

Step 2: Next select the alternative which is *least* characteristic of what you believe or think you would do and place its designate toward the "Less Characteristic" end of the scale.

Step 3: Complete your response by placing the remaining two designates within this most-least range in terms of how well each reflects your intended practices.

There are *no* right or wrong answers as such. Rather, the "best" response is simply that one which would most accurately reflect your intended practices as an educator. Attempts to give the "correct" or "school" answer will simply distort your scores and make it more difficult for you to obtain really helpful information about your educational style.

A typical response to one of the questionnaire items might look as follows:

School Program Priorities Questionnaire

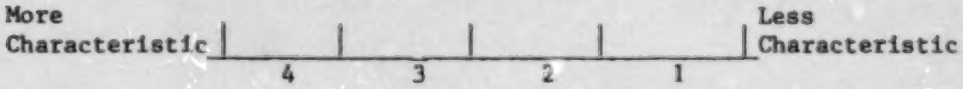
I. The most important *benefit* an individual receives from their formalized education is:

a. One's intellectual development, including problem-solving abilities and an understanding of the content areas, e.g. science, social studies.

b. The development of self-awareness, including the understanding of one's unique capabilities and the realization of one's purpose in life.

c. A sense of worth so one can confidently complete tasks as well as promote trust and cooperation with others.

d. The acquisition of a positive lifelong learning attitude so that one can deal with change and make decisions in their daily living.



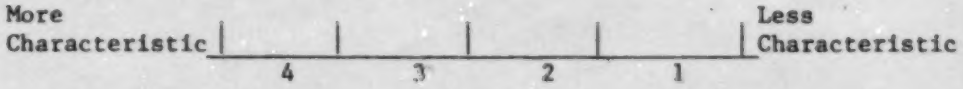
II. An education will be most *lasting* when:

a. It is personalized toward individual needs.

b. It is organized to assure mastery.

c. It is related to real life problem solving.

d. It encourages responsibility taking and sharing.



III. Education's *contribution* to society is increased when:

a. It guarantees basic skills attainment for all.

b. It allows individuals to satisfy their needs and be responsive to others.

c. It promotes self-actualization so contributions to society will be worthwhile.

d. It prepares everyone for active citizenship and life skills.

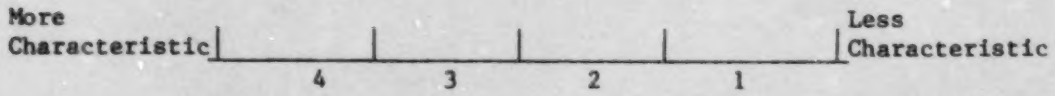
IV. Students:

a. Learn best from specific examples in which they can become involved and do something unique.

b. Learn best in organized, objective learning situations that emphasize analysis of ideas and interrelationships.

c. Learn best from engaging in exploratory projects, homework, or small group discussions.

d. Learn best from careful, systematic observations where they can make sound judgments.



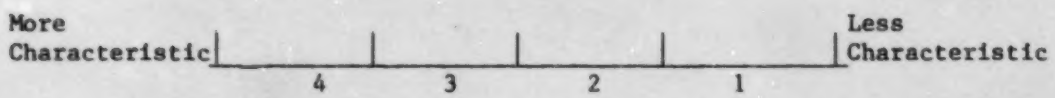
V. Teachers:

a. Should provide a receptive, experience-based approach that encourages discussion with fellow learners.

b. Should provide opportunities to examine content and think reflectively on its quality and effectiveness.

c. Should foster an active "doing" orientation that relies heavily on experimentation and problem solving.

d. Should foster the understanding of differing perspectives through stimulating presentations and feedback sessions.



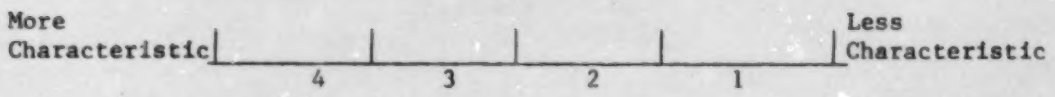
VI. A teacher needs to:

a. Be impartial and competent.

b. Be aware and creative.

c. Be active and able to motivate.

d. Be empathetic and responsible.



VII. An administrator will be successful if he or she:

a. Consults with their staff regularly.

b. Makes sure things get done as planned.

c. Plans carefully before implementing a policy.

d. Explores alternatives and delegates responsibility.

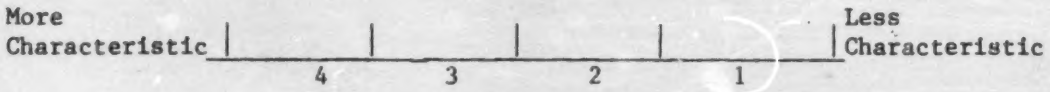
VIII. School discipline:

a. Should include the use of corporal punishment as needed.

b. Should never include the use of corporal punishment.

c. Should include the use of corporal punishment in special situations.

d. Should include the use of corporal punishment if it can be handled fairly.



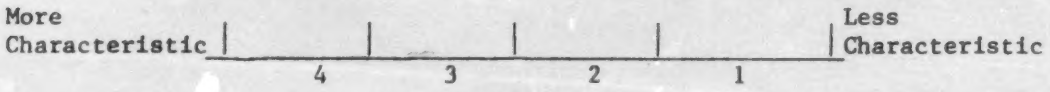
IX. Parents should relate to the school:

a. Primarily through the administrator(s).

b. Primarily through parent/teacher/student organizations.

c. As needed through classroom teacher contacts.

d. As needed through parent initiated contacts with teachers.



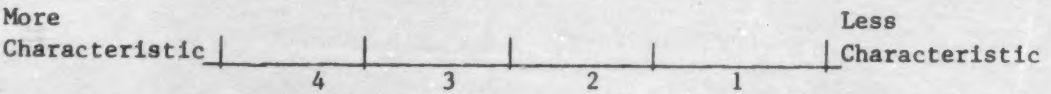
X. Special school staff, e.g. counselors, school psychologists, learning disability specialists:

a. Should relate their work to positive self-worth.

b. Should relate their work to the basic skills.

c. Should relate their work to learning style analysis.

d. Should relate their work to the teaching process.



SCORING INSTRUCTIONS

School Program Priorities Questionnaire

By placing the letter designations for alternative ways of handling the change situations described in the School Program Priorities Questionnaire on a four-point scale, you have weighted each of these alternatives with respect to how much utility each of them has for your handling of the situation. Therefore, it is possible to obtain an overall profile statement of your educational preferences by simply considering the weights given by you to similar alternatives. In the present inventory, four styles are sampled; each of the four alternatives suggested for a situation corresponds to one of these four styles. Thus, by arranging all similar alternatives together it becomes possible to add the weights given to these and, in the process, to obtain an index of your style strength on four different educational styles. This is the rationale underlying the scoring of this inventory.

The Scoring Form (next page) provides for an arrangement of similar-styles alternatives in the same column. That is, the four alternatives reflecting a given educator's style have been listed in a column down the page. Since there are four styles represented in this inventory, there are four columns of alternative designations presented in the Scoring Form. To score the inventory, you simply go back through the inventory--taking one priority question and its four alternative solutions at a time--and find the scale value which characterizes the space in which you have placed the letter designation of each alternative. This scale value becomes your score for each item. Notice the example below:

More Characteristic					Less Characteristic
	b	d	a	c	
	4	3	2	1	

Profile Summary: d 3 b 4 c 1 a 2.

Name_____ MF Location_____ Date_____

PROFILE SUMMARY

SCHOOL PROGRAM PRIORITIES QUESTIONNAIRE

Scoring Form

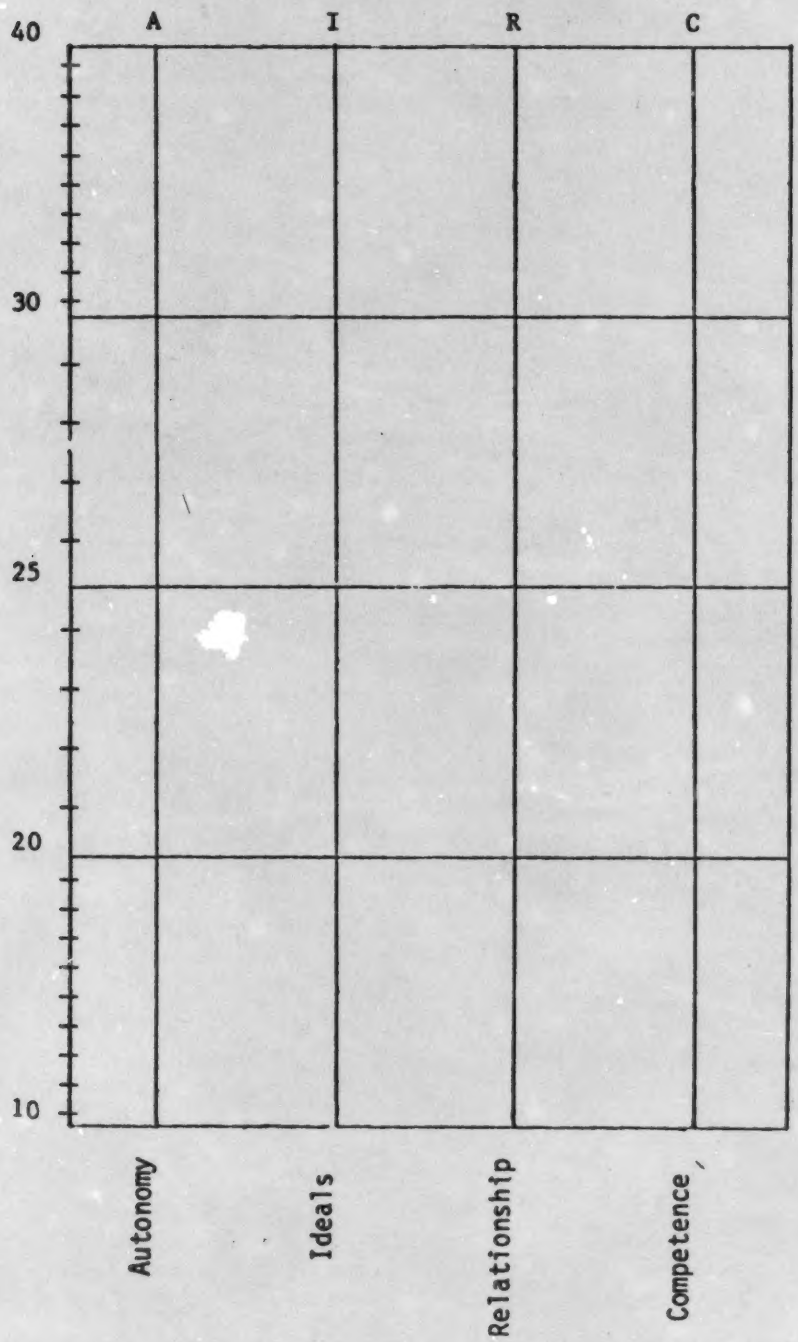
Step 1: In the spaces provided below, write the scale value number which corresponds to the space in which you placed each of the letter designates for each of the priority questions described in the School Program Priorities Questionnaire. Letter designations are *not* arranged in alphabetical order in the form below; therefore, you will have to look for the letter of concern and place the scale value you have used in characterizing the item's utility for you to the right. Complete this data fill-in before going to the next step, which will be totaling of scores in each column. You should end up with four total style scores.

Step 2: The style totals may then be plotted on the graph provided.

I.	d. ____	b. ____	c. ____	a. ____
II.	c. ____	d. ____	a. ____	b. ____
III.	d. ____	c. ____	b. ____	a. ____
IV.	c. ____	b. ____	a. ____	d. ____
V.	c. ____	d. ____	a. ____	b. ____
VI.	c. ____	b. ____	d. ____	a. ____
VII.	b. ____	d. ____	a. ____	c. ____
VIII.	c. ____	b. ____	d. ____	a. ____
IX.	a. ____	b. ____	c. ____	d. ____
X.	d. ____	c. ____	a. ____	b. ____
STYLE TOTALS	☐	☐	☐	☐
	Autonomy	Ideals	Relationship	Competence

Name _____ M F _____ Date

PERSONAL STYLES PROFILE



ADVISOR STYLE QUESTIONNAIRE

A Word About the Advisor Style Questionnaire. Advisors, because of the work they do, are concerned with effectively altering or influencing the behavior of students. This questionnaire is designed to aid advisors as they approach the advisement process. The advising strategies they employ may be critical in determining the success of their advisement activities. By the same token, one's basic philosophy of advising and their characteristic means of evaluating the effectiveness of advisement are essential ingredients of the process. It is with these issues in mind that the Advisor Style Questionnaire was designed as a tool for assessing one's approach to the advisement process.

Format of the Questionnaire. Ten (10) typical change situations or issues have been included in this questionnaire. For each of these, four (4) alternative ways of responding have been listed. Each alternative response is slightly different from the other four. Since you will be asked to choose those *most* and *least* characteristic of what you think or do, read *all* four alternatives before answering.

Step 1: Select the alternative which is *most* characteristic of what you believe or think you would do with respect to the situation described and place that item designate (a, b, c, d) somewhere on the "Completely Characteristic" end of the four-point scale provided (see the example below).

Step 2: Next select the alternative which is *least* characteristic of what you believe or think you would do and place its designate toward the "Completely Uncharacteristic" end of the scale.

Step 3: Complete your response by placing the remaining two designates within this most-least range in terms of how well each reflects your intended practices.

There are *no* right or wrong answers as such. Rather, the "best" response is simply that one which would most accurately reflect your intended practices as an advisor. Attempts to give the "correct" or "school" answer will simply distort your scores and make it more difficult for you to obtain really helpful information about your advisory style.

A typical response to one of the questionnaire items might look as follows:

Completely Characteristic	b	d	a	c	Completely Unccharacteristic
	4	3	2	1	

I. Decision making on the part of an advisee is more likely to be *successful* when:

a. One of several alternative plans has the personal approval of a person whom the advisee respects or with whom they are able to identify.

b. The advisee initially has a choice between several alternatives, the feasibility of which they are able to test personally.

c. Both the need for and direction of a plan are made clear through a systematic analysis, but the decision resides with the advisee.

d. The advisee has freedom from the influence of others in choosing a course of action, but receives attention and support during the choice process.

Completely Characteristic — 4 — 3 — 2 — 1 — Completely Uncharacteristic

II. When a need for decision making arises, advisees are more likely to *view* the plan of action favorably when:

a. They participate in creating the plan of action.

b. An individual whom they highly respect proposes the plan of action.

c. The responsibility for decision making is primarily an "advisee-initiated undertaking."

d. The proposed plan and the consequences of failure have been clearly spelled out.

Completely Characteristic — 4 — 3 — 2 — 1 — Completely Uncharacteristic

III. I feel that the best way to *initiate* constructive decision making by an advisee is to:

a. Stress the deviation of current advisee behavior from desired behavior and then relying on the advisee's ability to understand the implication of these differences.

b. Help them to accept themselves as persons so that they will have confidence in their ability to choose a course of action.

c. Encourage a search for relevant facts or information available so that the advisee can evaluate the need for a plan of action and make a choice on the basis of his/her own goals in life.

d. First gain their respect as a person and then urge them to behave in such a way as to gain respect from others.

Completely Characteristic — 4 — 3 — 2 — 1 — Completely Uncharacteristic

IV. To bring about successful *decision making* in the behavior of an advisee, *I am* likely to:

a. Try to set a good example so that the advisee will have a "model" to go by.

b. Express as explicitly as I can the consequences of not complying with a prescribed plan of action.

c. Openly discuss the goals of the plan and the various alternatives with the advisee and suggest that they "experiment."

d. Help the advisee "talk out" their frustrations and aspirations without indicating my own judgment as to what should be done.

Completely Characteristic — 4 — 3 — 2 — 1 — Completely Uncharacteristic

V. When a person whom I am trying to advise *reacts negatively* toward a proposal I have suggested, I am inclined to:

a. React more to the way they see the issue than the fact that they are challenging me and, feeling that we differ primarily in the perspectives we're employing, I try to re-evaluate the proposal in terms of the goals we have set.

b. Be concerned about the implications of the disagreement for my relationship with the advisee and question them as to whether they have lost respect for me and my judgment.

c. Rather than risk advisee failure, I will continue to push my proposal, even if it ultimately means reminding the advisee that their welfare is more important than our relationship.

d. Feel concerned but try to avoid pushing the advisee by remaining quiet and letting them discuss their feelings until they work them through.

Completely Characteristic — 4 — 3 — 2 — 1 — Completely Uncharacteristic

VI. In *my discussions* with a student whom I am trying to advise, I would generally:

a. Talk as little as possible and let them ask for my opinion or for information as they feel the need to do so.

b. Let them do most of the talking, while I listen in a non-judgmental and supportive manner.

c. Talk about as much as the advisee, trying to arrive at conclusions which represent our joint points of view.

d. Talk a little more than the advisee as the discussion progresses so as to win them over slowly to me as a person they can respect.

Completely Characteristic — 4 — 3 — 2 — 1 — Completely Uncharacteristic

VII. When you experience strong *negative feelings* toward an advisee which interfere with your ability to work effectively, how would you normally relate to this person during your contacts with them?

a. I would check with others to see if my feelings are justified and if so tell the advisee how I feel and what I expect them to do about it.

b. I would share my feelings and ask the advisee if they can appreciate my view and what we can do about it.

c. I would openly express feelings and encourage them to do the same so that personal grievances can be cleared up.

d. I would try to overcome feelings of hostility without letting the advisee know that I am upset and strive to better understand their behavior in a friendly manner.

Completely Characteristic — 4 — 3 — 2 — 1 — Completely Uncharacteristic

VIII. How would you tend to *evaluate* the performance of an advisee?

a. I would treat evaluation as a shared responsibility and meet with the advisee to review openly our relationship in working together to achieve both collective and personal goals.

b. I would meet with the advisee informally and as a friend to inform them of my reactions to their performance and encourage them to ask clarifying questions in order to lay the groundwork for improvement.

c. On the basis of the performance I have observed and my knowledge of the requirements, I would provide feedback to the advisee and together we would examine steps needed for improvement.

d. I would try to stimulate commitment, develop morale and provide for individual growth by encouraging the advisee to make their own evaluation of their progress and plans for improvement.

Completely Characteristic — 4 — 3 — 2 — 1 — Completely Uncharacteristic

IX. In evaluating the performance of an *advisee*, what criteria would you normally employ?

a. I would focus primarily on the extent to which their behavior reflects society's commonly accepted criteria.

b. I would focus primarily on their progress toward self-acceptance and personal growth.

c. I would focus primarily on the goals the advisee and I have jointly set.

d. I would focus primarily on their movement toward and confidence in achieving their goals.

Completely Characteristic — 4 — 3 — 2 — 1 — Completely Uncharacteristic

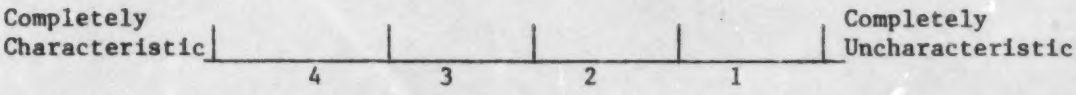
X. In evaluating the performance of an *advisement program* what criteria would you suggest?

a. Focus on student and parent contacts with the advisor.

b. Focus on student achievement and school attendance.

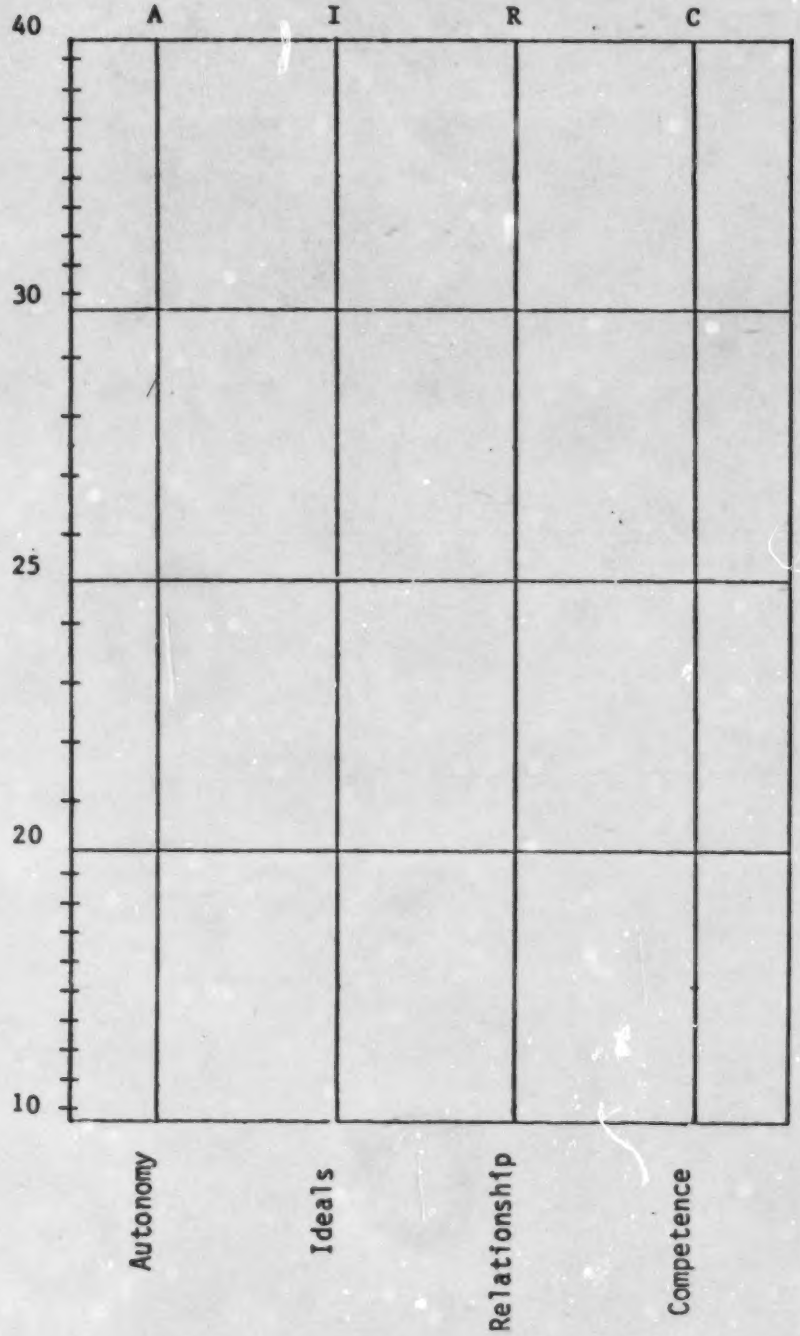
c. Focus on student activities and career contacts/experiences.

d. Focus on a student feedback questionnaire results.



Name _____ M F _____ Date

PERSONAL STYLES PROFILE



SCORING INSTRUCTIONS

ADVISOR STYLE QUESTIONNAIRE

By placing the letter designations for alternative ways of handling the change situations described in the Advisor Style Questionnaire on a four-point scale, you have weighted each of these alternatives with respect to how much utility each of them has for your handling of the situation. Therefore, it is possible to obtain an overall profile statement of your advisement preferences by simply considering the weights given by you to similar alternatives. In the present inventory, four styles are sampled; each of the four alternatives suggested for a situation corresponds to one of these four styles. Thus by arranging all similar alternatives together it becomes possible to add the weights given to these and, in the process, to obtain an index of your style strength on four different advisory styles. This is the rationale underlying the scoring of this inventory.

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Completely Characteristic					Completely Uncharacteristic
	b	d	a	c	
	4	3	2	1	

Profile Summary: d 3 b 4 c 1 a 2

PROFILE SUMMARY

ADVISOR STYLE QUESTIONNAIRE

Scoring Form

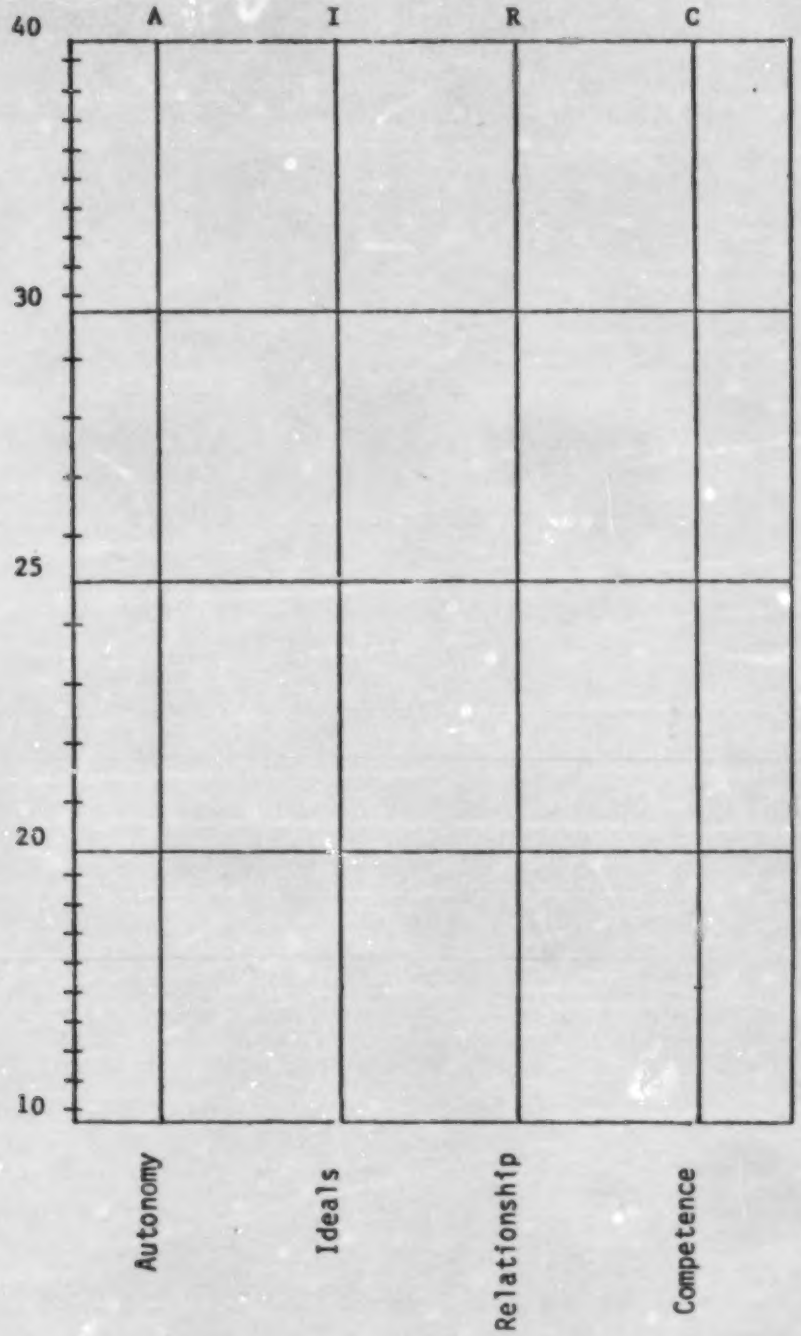
Step 1: In the spaces provided below, write the scale value number which corresponds to the space in which you placed each of the letter designates for each of the change situations described in the Advisor Style Questionnaire. Letter designations are *not* arranged in alphabetical order in the form below; therefore, you will have to look for the letter of concern and place the scale value you have used in characterizing the item's utility for you to the right. Complete this data fill-in before going to the next step, which will be totaling of scores in each column. You should end up with four total style scores.

Step 2: The style totals may now be plotted on the graph provided.

I.	a. ____	b. ____	d. ____	c. ____
II.	b. ____	a. ____	c. ____	d. ____
III.	d. ____	a. ____	b. ____	c. ____
IV.	a. ____	c. ____	d. ____	b. ____
V.	b. ____	a. ____	d. ____	c. ____
VI.	d. ____	c. ____	b. ____	a. ____
VII.	b. ____	c. ____	d. ____	a. ____
VIII.	a. ____	d. ____	b. ____	c. ____
IX.	c. ____	d. ____	b. ____	a. ____
X.	c. ____	d. ____	a. ____	b. ____
STYLE TOTALS	☐	☐	☐	☐
	Autonomy	Ideals	Relationship	Competence

Name _____ M F _____ Date

PERSONAL STYLES PROFILE



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APPENDIX B

Learning Style Preferences - Gregorc and Ward

Learning Style Model - Kolb and Fry

Cognitive Style Mapping - Hill

Learning Preferences

Translating the Gregorc and Ward (1977) Individual Learning Preferences model into the Personal Styles framework would yield the following:

Autonomy

The Abstract Random Learner (AR)--The abstract random learner is distinguishable by their attention to human behavior and an extraordinary ability to sense and interpret "vibrations." They are attuned to nuances of atmosphere and mood. This type of learner associates the medium with the message. They tie a speaker's manner, delivery, and personality to the message being conveyed. In doing so, they evaluate a learning experience as a whole.

The abstract random learner prefers to receive information in an unstructured manner and is, therefore, comfortable in group discussions, activities which involve multi-sensory use, and busy environments. They seem to gather information and delay reaction. They then organize material through reflection to get what they want.

This type of learner has strong preferences for short reading assignments followed by class activities, group discussions, lectures followed by discussion, group or team work, filmstrips with records, movies, television, and assignments that permit reflection or "soaking" time.

Ideals

The Abstract Sequential Learner (AS)--The abstract sequential learning preference is characterized by excellent decoding abilities in the areas of written, verbal, and image symbols. Such a learner has a wealth of conceptual "pictures" in their minds against which they match what they read, hear, or see in graphic and pictorial form. They have and like to use reading skills, listening skills, and visual translation abilities. A symbol or picture is worth a thousand words to this person.

This type of learner prefers a presentation that has substance, is rational, and is sequential in nature. They are able to extract main ideas from such an approach. Such a learner is not deterred by a dull lecturer if the material presented is well-organized and meaningful. This preference also includes deference to authority in a learning situation and a low tolerance for environmental distractions which could cause them to divert energy from the task at hand.

Teaching approaches which utilize extensive reading, lectures, audio-tapes, instructional phonograph records, and quiet well-controlled environments appeal directly to people who exhibit a strong abstract sequential learning preference.

Relationship

The Concrete Random Learner (CR)--The concrete random learning preference is characterized by an experimental attitude and accompanying behavior. Such learners get the gist of ideas quickly and demonstrate the uncanny ability to make intuitive leaps in exploring unstructured problem-solving experiences. Occasionally, however, they also have insights and make leaps in strucutured situations. They are then chided for not showing their steps or for jumping to conclusions.

Concrete random learners utilize the trial-and-error approach when acquiring information. They do not like cut-and-dried procedures which deny them opportunities to find answers in their own ways. They also do not respond well to teacher intervention in their independent efforts. Like their abstract random companions these individuals function well in a stimulus-rich environment.

Teaching approaches that speak to the concrete random learner include games, simulations, independent study projects, optional reading assignments, problem-solving activities, and brief mini-lectures that set the stage for exploration.

Competence

The Concrete Sequential Learner (CS)--The concrete sequential learning preference is characterized by a finely tuned ability to derive information through direct, hands-on experience. This learner exhibits extraordinary development of his five senses.

Order and logical sequence of the if-then, premise-conclusion variety are appreciated, as are touchable concrete materials. If a biology class is to be introduced to the parts of a flower, a plaster model handled by the teacher is insufficient for this learner. They want to have a flower to take apart by themselves.

This learner prefers step-by-step directions when confronted with a learning situation. They are the one learner who not only looks for directions but follows them. They also like clearly ordered presentations. The concrete sequential preference learner will defer to authority and guidance in the learning environment and, like the abstract sequential learner, will not tolerate distraction.

Materials that appeal to a person with a strong concrete sequential preference include: workbooks and lab manuals, lectures accompanied by overhead transparencies, drawings or models, hands-on materials and equipment, programmed or computer-assisted instruction, and well-structured field trips.

Learning Style Model

Translating the Learning Style Model of Kolb and Fry (1977) into the Personal Styles framework would yield the following:

Autonomy

Active Experimentation indicates an active, "doing" orientation to learning that relies heavily on experimentation. High AE individuals learn best when they can engage in such things as projects, homework, or small group discussions. They dislike passive learning situations such as lectures. These individuals tend to be extroverts.

Ideals

Abstract Conceptualization indicates an analytical, conceptual approach to learning that relies heavily on logical thinking and rational evaluation. High AC individuals tend to be oriented more towards things and symbols and less towards other people. They learn best in authority-directed impersonal learning situations that emphasize theory and systematic analysis. They are frustrated by and benefit little from unstructured "discovery" learning approaches like exercises and simulations.

Relationship

Concrete Experience represents a receptive, experience-based approach to learning that relies heavily on feeling-based judgments. High CE individuals tend to be empathetic and "people-oriented." They generally find theoretical approaches to be unhelpful and prefer to treat each situation as a unique case. They learn best from specific examples in which they can become involved. Individuals who emphasize *Concrete Experience* tend to be oriented more towards peers and less towards authority in their approach to learning, and benefit most from feedback and discussion with fellow CE learners.

Competence

Reflective Observation indicates a tentative, impartial and reflective approach to learning. High RO individuals rely heavily on careful observation in making judgments, and prefer learning situations such as lectures that allow them to take the role of impartial objective observers. These individuals tend to be introverts.

Cognitive Style Mapping

Translating the Cognitive Style Mapping Model of Hill (1966) into a Personal Styles framework would yield the following:

Autonomy

Modalities of Inference- Magnitude (M) and Relationship (R)

Cultural Determinants - Individual (I) and Family (F)

Ideals

Modalities of Inference - Difference (D) and Relationship (R)

Cultural Determinants - Individual (I) and Associates (A)

Relationships

Modalities of Inference - Appraisal (L) and Magnitude (M)

Cultural Determinants - Associates (A) and Family (F)

Competence

Modalities of Inference - Deductive (K) and Magnitude (M)

Cultural Determinants - Family (F) and Individual (I)

Modalities of Inference. Modalities of inference show patterns of thinking or how one makes inferences. There are five different elements in this set.

M Magnitude - The degree to which an individual relies on and prefers a clear set of rules, classifications or definitions for accepting or rejecting an idea (categorical reasoning). Persons who need to define things or know the "policy", in order to understand, reflect this modality.

D Difference - The person who reasons in this pattern always looks for differences between and among concepts. There is a strong preference for contrasting one idea against another when learning new information. If two theories about the same topic were encountered, this student would want to know hwo they are different. Often artists possess this modality as do creative writies and musicians; however, this does not imply this is a requirement to being a good writer, artist, or musician. People with a major here often say, "What if..."

R Relationship - This modality requires that things be seen in terms of how they are alike. One looks at a number of specific cases and attempts to explain them all with one general rule.

L Appraisal - The modality of inference employed by an individual who uses all three of the modalities noted above (M, D, and R) giving equal weight to each. A student strong in this element prefers to cover new material slowly and in detail, with a lot of opportunities to ask questions. As a result, these individuals may take a long time to make decisions.

K Deductive - Preference for solving problems in a stepwise fashion, reasoning from the general principle logically down to the specific case. Mathematical proofs and logical arguments are good examples of this type of information.

Cultural Determinants. Cultural deteminants show which elements are chief influences. Who helps to determine or influence value judgments, decisions and actions?

A Associates - The degree of influence by friends or persons other than family.

F Family - The influence that might include immediate family, business, church, or authority figures.

I Individual - The degree of independence in evaluating information; a preference for dealing with new information on an individual basis.

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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Ann Lary, Vocational Equity Coordinator
Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Myra Tolbert, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

Pupil Personnel Services
Division of Educational Development
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel
State Superintendent of Schools
1984

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Quantity 100